

Multi-Tiered System of Supports

Standard Protocol Plan

School Name:	Falcon Cove Middle School	Target Group:	6 th -8 th grade students with a reading comprehension deficit
Implementation Team:	Intensive Reading teachers	Gap:	Students demonstrate reading comprehension skills below grade-level expectations based on FAST ELA data.

# of students meeting expectation or benchmark:	85%	Expectation/Benchmark #1:	Students demonstrate growth in grade-level reading comprehension as measured by FAST ELA.
Expectation/Benchmark #2:	Students demonstrate growth in READ 180 intervention program.	Target Skill/Behavior #1:	Reading comprehension of literary/information texts
Target Skill/Behavior #2:	Reading comprehension of increasingly complex text within READ 180 program	Goal #1:	Students will demonstrate measurable growth in reading comprehension from FAST ELA PM1 to FAST ELA PM2.
Goal #2:	Students will demonstrate progress toward grade-level reading proficiency through READ 180 intervention and in-program assessments.	Progress Monitoring #1:	FAST ELA PM2
Progress Monitoring #2:	READ 180 in program assessments/NWEA Map		

Intervention Plan	Support Plan	Fidelity Plan	Student Outcome Plan
Who is responsible? Intensive Reading teachers, ELA teachers	Who will support the interventionist/team? Literacy Coach, MTSS team, MTSS Co-coordinators	Who is responsible? (monitoring implementation) Intensive Reading teacher or ELA teacher will document implementation; MTSS team will review fidelity.	Who is responsible? Intensive Reading teacher will collect data; MTSS team will analyze student response.
What will be done? (research/evidence based) Explicit reading comprehension intervention using teacher modeling, think-alouds, annotation, main idea/details, text-based questioning, vocabulary support, and	What will be done? (coaching and support) Provide structured comprehension routines, graphic organizers, vocabulary previews, chunked text, guided discussion, sentence	What evidence will be collected? (lesson plans & work samples/assessments) Maintain lesson logs, attendance records, strategy checklist, student work samples, and notes on feedback provided.	What data will be reviewed? (include body of evidence) Use comprehension probes, short constructed responses, retell/summarization rubrics, classroom

written summaries using READ 180 intervention	stems, and opportunities for oral and written responses.		assessments, and work samples aligned to 8th-grade reading standards.
When will it occur? (frequency/duration/intensity) 3–4 times per week for 30 minutes over 6–8 weeks.	When will it occur? During intervention sessions and reinforced during the student's regular ELA class.	How often will evidence be reviewed? After each intervention session reviewed weekly by the intervention provider and biweekly by the MTSS team.	How will success criteria be determined? (using appropriate data) Determining whether the student is improving comprehension accuracy, use of strategies, and ability to cite evidence from text.
Where will it occur? Small-group reading intervention classroom setting, ELA classroom	Where will it occur? Intervention classroom and general education ELA classroom.	How will you address lack of fidelity? (review intervention/support plan) Fidelity is met when at least 80% of planned sessions are completed and the comprehension strategy checklist is completed for each session.	How will you respond to the outcome? Progress will be graphed and compared to the goal: the student will improve reading comprehension performance to at least 80% accuracy on grade-appropriate comprehension tasks across three consecutive data points.

Outcome: ☐ Continue plan as designed ☐ Continue plan with modifications ☐ Discontinue plan	Outcome: ☐ Continue plan as designed ☐ Continue plan with modifications ☐ Discontinue plan
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